



Republic of the Philippines  
**Department of Education**  
REGION X – NORTHERN MINDANAO  
SCHOOLS DIVISION OF EL SALVADOR CITY

6 September 2023

DIVISION MEMORANDUM  
No. 376, s. 2023

**REITERATING THE FULL IMPLEMENTATION OF PROJECT CARE FOR NORMIN READERS (CNR), BASA ELSA FOR SY 2023-2024 AND THE NO READ, NO MOVE POLICY AS PART OF THE DIVISION AND RX ADOBE LEARNING RECOVERY AND CONTINUITY PLAN**

To: **Assistant Schools Division Superintendent**  
**Chiefs of CID and SGOD**  
**Education Program Supervisors**  
**All Public Elementary and Secondary School Heads**  
**All Public Elementary and Secondary Teachers**  
**SGOD Personnel**  
**Others concerned**  
This Division

1. In reference to **Regional Memorandum No. 490, s. 2022 re Reiterating the Full Implementation of Project Care for NorMin Readers (CNR) for SY 2022-2023 and the No Read, No Move Policy as Part of the Rx ADOBE Learning Recovery and Continuity Plan**, the field is hereby directed to ensure implementation and monitoring of activities of said reading program for this SY 2023-2024.
2. Please follow the attached Project CNR Implementation Guidelines.
3. The schools shall include in the class program for SY 2023-2024 the implementation of Project CNR and Basa ELSA as part of the Division's initiative to close learning gaps and ensure that all students have a smooth and continuous educational journey.
4. The schools are thereby directed to conduct pre-reading assessments utilizing the **Phil IRI tool** and/or the **Quick Reading Assessment** to validate the learners' reading competency or level (Independent, Instructional and Frustration). Henceforth, those learners identified as frustration level shall attend the reading remediation sessions under the Project CNR and Basa ELSA. Moreover, reading teachers shall be given technical assistance by the instructional leaders of the school or the schools division office to ensure appropriateness of approach and pedagogies in the teaching of reading.
5. The schools are likewise advised to revisit **Regional Memorandum No. 153, s. 2020 titled Enforcement of No Read, No Move Policy** and strengthen the implementation thereof and intensify reading remediation activities for SY 2023-2024.
6. Please see attached schedule of monitoring activities.



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REGION X – NORTHERN MINDANAO  
**SCHOOLS DIVISION OF EL SALVADOR CITY**

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7. The participants of activities under this program of implementation are encouraged to observe health protocols such as constant washing of hands and the wearing of face masks.

8. This Office shall adhere to Equal Opportunity Principle (EOP) in receiving the General Plan of Activities and Attending to clarification/queries relative to the Monitoring of the Full Implementation of Project Care for NorMin Readers (CNR) and Basa ELSA for SY 2023-2024 and the No Read, No Move Policy as Part of the Division and Rx ADOBE Learning Recovery and Continuity Plan. Hence, all decisions and actions shall be based on guidelines set forth, with no discrimination on the account of age, gender, identity, sexual orientation, civil status, disability, religion, ethnicity or political affiliation.

9. Immediate and wide dissemination of this memorandum is desired.

  
**RANDOLPH B. TORTOLA**  
Schools Division Superintendent

**ATTCH:**

- *RM No. 490, s. 2022 re Reiterating the Full Implementation of Project Care for NorMin Readers (CNR) for SY 2022-2023 and the No Read, No Move Policy as Part of the Rx ADOBE Learning Recovery and Continuity Plan*
- *RM No. 153, s. 2020 re Enforcement of No Read, No Move Policy*
- *RM No. 243 s. 2019 re Implementation of Project CNR (ROX Reading Program)*

*To be indicated in the Perpetual Index  
Under the following subjects: CURRICULUM / PAPs / READING*

*CID/mrv*



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Republic of the Philippines  
**Department of Education**  
REGION X – NORTHERN MINDANAO  
SCHOOLS DIVISION OF EL SALVADOR CITY

**DIVISION MONITORING SCHEDULE OF THE PROJECT CNR IMPLEMENTATION  
AND THE MEMBERS OF THE MONITORING TEAM**

<b>School</b>	<b>School Head</b>	<b>Monitoring Team</b>	<b>Date of Monitoring</b>
Amoros ES	Sammy S. Tres Reyes	Roque R. Sabasaje, EPS-EPP/TLE	First Monitoring Activity on October 2023
Badiangon ES	Charlotte J. Ytang	Anabelle M. Mamaclay, EPS-Mathematics	
Bolisong ES	Lindo Cayadong	Lina C. Bejiga, EPS-Kindergarten	
Cogon ES	Jackeline L. Ocon	Genevieve E. Lusterio, EPS-Filipino	
El Salvador City CS	Melanie L. Ligutom	Mariel B. Ubaub, EPS-ESP / Grace P. Paculba, EPS-LRMS	
Himaya ES	Jovel C. Labis	Anabelle M. Mamaclay, EPS-Mathematics	
Hinigdaan ES	Bob T. Paquinol	Lorna H. Estrosas, EPS-AP	
Kalabaylabay IS	Arnel A. Superable	Lina C. Bejiga, EPS-Kindergarten	
Kibonbon ES	Jessica Marie B. Ramos	Marie Jade A. Cacayan, EPS-Science	
Molugan CS	Ian Khay H. Castro	Anabelle M. Mamaclay, EPS-Mathematics	
Pedro Sa Baculio ES	Helen S. Palasan	Margie R. Valmoria, EPS-English	Second Monitoring Activity on November 2023
Sambulawan ES	Rosemarie U. Saguing	Roque R. Sabasaje, EPS- EPP/TLE	
San Francisco de Asis ES	Ivy P. Bergado	Lina C. Bejiga, EPS- Kindergarten	
Sinaloc ES	Ma Lou Lea C. Nob	Marie Jade A. Cacayan, EPS-Science	
Taytay ES	Roger E. Pagayon	Lorna H. Estrosas, EPS-AP	
Ulaliman ES	Zigger E. Villahermosa	John Franklin Dresser, EPS-MAPEH	
Cogon NHS	Chuchie A. Quiring	Genevieve E. Lusterio, EPS-Filipino	
El Salvador City NHS	Nilo L. Lomongo / Richard A. Sabellano	Margie R. Valmoria, EPS-English	
Himaya NHS	Salvador T. Bendijo	Roque R. Sabasaje, EPS- EPP/TLE	
Hinigdaan NHS	Rebecca B. Namoc	Lorna H. Estrosas, EPS-AP	



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REGION X – NORTHERN MINDANAO  
SCHOOLS DIVISION OF EL SALVADOR CITY

Molugan NHS	Marivic S. Torres	John Franklin Dresser, EPS-MAPEH	Third Monitoring Activity on February 2024
Sambulawan NHS	Joey Oco	Roque R. Sabasaje, EPS- EPP/TLE	
San Francisco de Asis NHS	Mark Anthony G. Arrieta	Lina C. Bejiga, EPS- Kindergarten	
Sinaloc NHS	Maristel C. Castaños	Marie Jade A. Cacayan, EPS-Science	



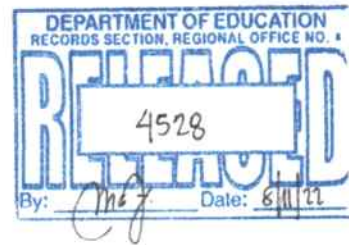
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Republic of the Philippines  
**Department of Education**  
REGION X – NORTHERN MINDANAO



August 8, 2022

REGIONAL MEMORANDUM  
No. 490, s. 2022

REITERATING THE FULL IMPLEMENTATION OF PROJECT CARE  
FOR NORMIN READERS (CNR) FOR SY 2022-2023 AND THE NO READ,  
NO MOVE POLICY AS PART OF THE Rx ADOBE LEARNING RECOVERY  
AND CONTINUITY PLAN

To: Schools Division Superintendents  
All Others Concerned

1. Regarding the issued **Regional Memorandum No. 243 s. 2019** titled **Implementation of Project CNR**, this Office would like to reiterate the full implementation of Project CNR for school year 2022-2023 as part of the Rx ADOBE Learning Recovery and Continuity Plan.
2. Please follow the attached Project CNR Implementation Guidelines.
3. The schools shall include in the class program for the incoming school year the implementation of Project CNR as immediate action to close learning gaps and ensure that all students have a smooth and continuous educational journey.
4. The Schools Division Offices (SDOs) shall conduct random reading assessments to validate the learners' grades as reflected in the Curriculum Management Support System for SY 2021-2022. Learners who have an average grade of 80 and above and whose reading competency falls under frustration level shall attend the reading remediation sessions under the Project CNR. Likewise, teachers who have given average grades to learners but with reading difficulty shall be given technical assistance by the instructional leaders of the school or SDO.
5. The schools shall revisit and strengthen the implementation of **Regional Memorandum No. 153, s. 2020** titled **Enforcement of No Read, No Move Policy** and intensify the reading remediation activities in the coming school year.



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6. To ensure also the proper implementation of the Project CNR, SDOs are advised to strengthen the monitoring of the said project by creating a team, and the division reading coordinator is required to submit to the regional office the members of the team, and its schedule of the monitoring, as well as the consolidated result of the monitoring report. Attached to this memorandum is a monitoring tool, however, the SDO may also contextualize the said tool.

7. The reading coordinators are required to submit a monthly consolidated monitoring report to this email ad: roxclmd@deped.gov.ph:Attention Carlos Llamas. Moreover, a regular meeting of RO & SDO reading coordinators is required either in person or virtual.

8. This Office directs the immediate action and wide dissemination of the Memorandum.



**DR. ARTURO B. BAYOCOT, CESO III**  
Regional Director

Encl: As stated  
References:RM. No.243 s.2019  
RM No. 153, 2019

To be included in the Perpetual Index  
under the following subjects:

BASIC EDUCATION

CLASSES

LEARNERS

POLICY

SCHOOLS

CLMD/MEM





Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
DepEd Region X – Northern Mindanao



**DepED-X**  
Cagayan de Oro City

April 15, 2019

MAY 08 2019

**REGIONAL MEMORANDUM**

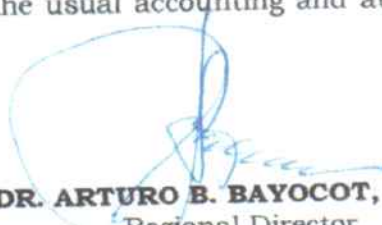
No. 243, s. 2019

**RELEASED**

**IMPLEMENTATION OF PROJECT CNR (ROX READING PROGRAM)**

To: **Schools Division Superintendents**  
*This Region*

1. In response to the issues on reading proficiencies of learners in the entire country, this Office, through the Curriculum and Learning Management Division (CLMD), will launch the **Project Care for NorMin Readers (Project CNR)**, a region-wide Reading Program, which is aimed at making every elementary and high school learner an independent reader in Mother Tongue, Filipino, and English.
2. The regional launching will be done during the Regional Assembly of Supervisors in May. The schedule and venue shall be announced in a separate communication. Even before the regional launching, all Schools Division Offices (SDOs) are advised to start with the pre-implementation phase of the project.
3. Project CNR employs a “pull out” scheme where learners identified for the project shall report to the reading session during the agreed schedule for an intensive instruction or session under a trained reading teacher.
4. The school shall identify the potential reading teacher who has a background in teaching *beginning* and *remedial reading*. Master Teachers are advised to handle reading sessions. The reading teacher shall be entitled to service credits if teaching load, including the designation as reading teacher, is beyond six (6) hours. Other benefits that the teacher will be entitled to are found in the attached guidelines.
5. Enclosed are the project rationale and guidelines for implementation.
6. All expenses relative to the implementation of the project shall be charged to school MOOE, subject to the usual accounting and auditing rules and procedures.
7. For dissemination.

  
**DR. ARTURO B. BAYOCOT, CESO V**  
Regional Director

Encl.: As stated  
To be indicated in the Perpetual Index  
under the following subjects:

ECARP READING PROGRAM LEARNERS  
CLMD/radi



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## **IMPLEMENTATION GUIDELINES OF PROJECT CNR**

### **RATIONALE**

Despite several reading initiatives made by the schools, the results of the Phil IRI consistently show a recurring high percentage of readers at the frustration level and a low percentage of independent readers. These results imply that many of the elementary pupils and some secondary students were at risk in their reading performance for a variety of reasons, such as learning disabilities, inefficient study habits, health problems, and lack of support, among other interferences.

The results of the National Achievement Test (NAT) continue to show pupil/student achievement level much lower than the threshold of 70 percent.

### **GOAL**

The goal of the *NorMin Reading Program* is to make every elementary and high school learner an independent reader in the Mother Tongue, Filipino, and English.

### **DESCRIPTION**

*Project CNR* is a highly effective, short-term intervention of one-to-one tutoring for low-achieving pupils/students and for struggling readers to be on a par with proficient readers. This *reading* initiative employs a "pull out" scheme. Struggling readers, as diagnosed through Phil-IRI, shall report to the reading clinic during the agreed schedule for an intensive instruction/session under a trained *reading* teacher.

A class of 20 learners, as maximum, is organized. More classes may be organized depending on the number of struggling readers and the capacity of the schools to conduct *reading* sessions.

### **HOW IS A "PULL OUT" SCHEME DONE?**

Individual pupils receive a half-hour to one-hour lesson each school day for 12 to 20 weeks or more from a specially trained *reading* teacher. During the pupils'/students' common schedule, *reading* sessions are done at the *reading* clinic without sacrificing their schedules in other learning areas.





## **FEEDING/REWARD/INCENTIVE COMPONENT**

The school, through its MOOE, supports the provision of free hot lunches/snacks for all the learners in the *beginning/remedial* sessions to ascertain that the learners are full and conditioned for the *reading* activities. If the learner has made a remarkable achievement in *reading*, the school is encouraged to give rewards in any form.

As soon as a learner in the *reading* session becomes proficient as recommended by the *reading* teacher, the learner will no longer be required to report to his/her *reading* sessions.

For schools with more than one *reading* session, all assigned *reading* teachers shall follow the agreed schedule.

## **METHODOLOGY**

Based on the Phil IRI pretest results, the school will identify the list of learners under the following *reading* programs:

### **a. Beginning Reading**

The *Beginning Reading Program* for the first three grades involves the following:

- a. re-reading of a familiar book,
- b. book and print orientation,
- c. independent reading of a text at the child's level,
- d. teaching of letter knowledge,
- e. sounds of the alphabet,
- f. Phonemic awareness,
- g. beginning reading,
- h. composing and writing a sentence, and
- i. phonics and decoding skills.

### **b. Remedial Reading**

The goal of the *Remedial Reading Program* is to dramatically reduce the number of students who have extreme difficulty in learning to read and write. The *Remedial Reading Program* is a highly effective short-term intervention of tutoring *struggling readers* in both individualized and small-group settings.

### **c. Developmental Reading**

The *Developmental Reading Program* provides students with reading experiences and related activities that enhance their critical thinking



abilities and assist them in developing and applying higher level reading strategies. It eventually develops the learners' genuine love for reading.

### **What is Developmental Reading (DR)?**

- The DR program provides students with opportunities to strengthen their skills in reading comprehension, grammar, writing, and critical thinking.
- This program helps students develop a repertoire of strategies and skills in reading, studying, critical thinking, and strategic learning. Its primary purpose is to improve their overall appreciation for and attitude toward reading and promote lifelong learning.

### **A. PRE IMPLEMENTATION**

#### **1. Advocacy**

The school prepares an Advocacy Plan to inform the community of the Project CNR, a regional initiative to address reading disabilities of learners. Collaboration among the major stakeholders in the community, local government officials, divisional/school officials, teachers and parents is primordial; thus, everyone should be involved.

#### **Suggested activities:**

Parents' Forum	Brigada Eskwela
Recorda	TV/Radio/SocialMedia Announcements
Start-of-the-Year Conference	
Barangay Assembly/Council Meeting	
Brochures/Flyers/Tarpaulins/Newsletters/Streamers/etc.	
Others	

#### **2. Identification of Teacher/s to handle the Reading Sessions**

A. The school shall identify potential *reading* teacher/s according to the following:

1. Background in teaching *beginning* and *remedial reading*
2. Master Teachers are advised to handle a *reading* session.

B. The *reading* teacher will be entitled to the following benefits:

1. One *reading* session is equal to one-hour teaching load;
2. Recommendation for continuous trainings related to *reading* implementation and materials production in national/regional/divisional levels;
3. School support for instructional materials production to be charged to MOOE;
4. Service credits if teaching load, including the assignment as *reading* teacher, is beyond six hours



### **3. Training of Teachers, SHs, PSDSs, EPSvrs on Teaching Reading and Selection of Appropriate Reading Materials**

*Reading* teachers, school administrators, PSDSs, and EPSvrs will be given training on the following:

- a) Content and effective teaching of *beginning, remedial, and developmental reading*;
- b) Selection of appropriate *reading materials*;
- c) Reading assessment and reading difficulties; and
- d) Bridging process from MTB-MLE to Filipino/English

### **4. Preparation of Appropriate Reading Materials.**

- A. Harvesting/inventory of supplementary *reading materials*
  1. Gathering of available supplementary *reading materials* lead by LRMDS in charge
  2. Categorization of available *reading materials* according to appropriateness of *reading levels*, in coordination with divisional/district/school *reading coordinators* and librarians
- B. Reproduction of online/offline/printed *reading materials*

### **5. Plotting of Reading “Pull Out” Scheme in the Class Program**

To ensure effective implementation of the Project CNR, a one-hour *reading session* should be included in the class program.

### **6. Launching of Project Care for NorMin Readers (CNR)**

The *Project CNR* shall be launched in the Divisions/Districts/Schools with the presence of local officials, District supervisors, stakeholders, and some DepEd officials.

Suggestion: Launching may be done during Brigada Eskwela.

### **7. Establishment/Enhancement of Reading Clinics (Storylandia, Reading Nooks, Reading Corners, Reading Hubs, Classroom Library, Reading Gazebo)**

## **B. DURING IMPLEMENTATION**

### **1. Administration of Reading Assessment**

Using the Early Grade Reading Assessment Tool (EGRA) and the PHIL IRI Assessment Tools, teachers assess the *reading skills* of children and identify factors affecting reading difficulties. The results will provide *reading teachers* with information on the learners' *reading problems*.





## **2. Implementation of the “Pull Out” Scheme**

Under a trained *reading* teacher, learners with *reading* difficulties will report to the *Reading Clinic* during the agreed schedule for an intensive *reading* session.

## **3. Learning Action Cell (LAC) on Project CNR**

Topics during LAC Sessions within the first 12 to 20 weeks of the school year shall include the Developmentally Appropriate Practices on Early Language Literacy and Numeracy (DAP-ELLN), Early Language Literacy and Numeracy (ELLN), and Pedagogical Retooling in Mathematics, Languages, and Science (PRIMALS).

## **4. Progress M&E and Feedback**

Divisional *Reading* Coordinators shall convene online/face-to-face/ give feedback on a monthly basis beginning August of the school year. Validation of the learners' *reading* progress based on the report submitted shall be conducted by the Region/Division.

## **C. POST IMPLEMENTATION**

### **1. Monitoring and Evaluation**

Regular monitoring and evaluation of the program implementation shall be conducted using the M&E Template. (Please see Appendix A). This will be done at least once a week by EPSs, PSDSs, *reading* coordinators, and school heads to document effective practices and prove program impact.

The SDOs may create a *Project CNR Monitoring Team*, with members who were trained and capacitated by the divisional *reading* program coordinator. They shall conduct debriefing during the monitoring activity and extend technical assistance to the school heads and teachers and/or the school in general.

The monitoring and evaluation to be conducted in random schools in all divisions shall be part of the research on the effectiveness of the project and utilization of data.

### **2. Conduct of Reading Celebrations**

All SDOs shall conduct a *Reading Festival* during the National Reading Month in November.



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### **3. Summer Reading Congress-cum-Awarding of Winners in the Search for Best Reading Clinic/Search for Best School Reading Implementer**

The Region shall conduct a Summer Reading Congress to discuss and formulate suggestions to further sustain the program and to share and shop for the best practices in the program implementation. Awarding of the following shall also be conducted:

1. Best *Reading* Clinic
2. Outstanding *Reading* Teacher
3. Best School *Reading* Implementer

\* Every division shall endorse one awardee for elementary and one for secondary per category.

### **4. Conduct of Annual Summer Reading Camp**

This will follow the usual practice of school-based activity and granting of service credits for teachers.

### **REFERENCES**

DO 18 s. 2017 – Guidelines on the Utilization of the 2017 Every Child A Reader Program Funds for the Early Language, Literacy, and Numeracy Program: Professional Development

DO 12, s. 2015 – Guidelines on Language, Literacy, and Numeracy Program: Professional Development Component

DO 80, s. 2011 – Guidelines on the Implementation of Breakfast Feeding Program

DO 45, s. 2002 - Reading Literacy Program in the Elementary Schools



**DepED-X**  
Cagayan de Oro City

March 23, 2020

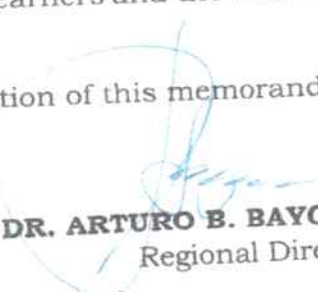
**REGIONAL MEMORANDUM**  
No. \_\_\_\_\_, s. 2020

APR 01 2020  
**RELEASED**

**ENFORCEMENT OF NO READ NO MOVE POLICY**

To: **Schools Division Superintendents**  
*This Region*

1. The results of the evaluation and monitoring of the implementation of Bawat Bata Bumabasa (3Bs) initiative and Project Care for NorMin Readers (CNR) provided an opportunity to gather significant feedback on the number of frustration readers in all grade levels.
2. As an offshoot to Project CNR aimed at addressing the reading problems of learners and coming up with zero non-readers, all divisions are directed to enforce the D.O No.45 s. 2002 re Reading Literacy Program in the Elementary Schools in which it stated that **"It is expected that no pupil will be promoted to the next higher grade unless he/she manifests mastery of the basic literacy skills in a particular grade level."**
3. For Grade 2 to be promoted to Grade 3, the learner should be able to read with comprehension in Filipino; and for Grades 3 and up, in both English and Filipino.
4. This No Read No Move Policy shall take effect in the incoming School Year , 2020-2021.
5. With the enforcement of this policy, all instructional leaders are directed to monitor the promotion of learners and the adherence of all schools to this policy.
6. Immediate and wide dissemination of this memorandum is directed.

  
**DR. ARTURO B. BAYOCOT, CESO III**  
Regional Director

Ref: D.O No.45 s. 2002

To be indicated in the Perpetual Index  
under the following subjects:





REPUBLIC OF THE PHILIPPINES  
DEPARTMENT OF EDUCATION  
DepEd Complex, Meralco Avenue  
Pasig City

OFFICE OF THE SECRETARY  
*Tanggapan ng Kalihim*

18 X  
**SEP 11 2002**

DepEd Order  
No. 45s. 2002

**READING LITERACY PROGRAM IN THE ELEMENTARY SCHOOLS**

To Regional Directors  
Schools Division Superintendents  
Principals/School Heads

1. One of the main thrusts of the 2002 Basic Education Curriculum (BEC) is to ensure that every child is a successful reader at the end of Grade III.
2. Concomitant to this thrust, the Department of Education, shall enforce the policy "Every Child A Reader" beginning School Year 2002-2003. It is expected that no pupil will be promoted to the next higher grade unless he/she manifests mastery of the basic literacy skills in a particular grade level. All possible means of assistance and encouragement shall be extended to enable the child to read.
3. In this connection, all schools are enjoined to develop a School-Based Reading Program that includes the conduct of an inventory of the children's reading ability, a diagnosis of those who need further reading instruction and appropriate measures to improve reading comprehension.
4. Immediate dissemination of this Order is desired.

*R. C. Bacani*  
**RAMON C. BACANI**  
Undersecretary  
Officer-In-Charge

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Reference:  
DepEd Orders Nos. 25 and 43, s. 2002

Allotment: 1- (D.O. 50-97)

To be indicated in the Perpetual Index  
under the following subjects:

CURRICULUM  
Learning Area, READING  
PROGRAMS

# MONITORING TOOL: PROJECT CNR

Name of the Reading Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Division: \_\_\_\_\_  
 Reading Session: \_\_\_\_\_ Reading Clinic Time: \_\_\_\_\_ No. of Students: \_\_\_\_\_ Actual No.: \_\_\_\_\_ (During monitoring)

Directions: Put a tick mark on the observations made and write you comment or suggestions at the appropriate column.

Indicators on quality assurance	Appropriateness of reading materials to the Readers		Varied types of reading materials			Source of Reading Materials		Comment/s/Suggestion/s
	Appropriate	Not so appropriate	At least 3 types of rdg. materials	At least 5 types of rdg. materials	At least more than 5 types of rdg. materials	Sch. Library	Library Hub External	
Mechanism designed to ensure that quality standards are observed in implementing the Project CNR	Appropriate	Not so appropriate	At least 3 types of rdg. materials	At least 5 types of rdg. materials	At least more than 5 types of rdg. materials	Sch. Library	Library Hub External	
1. Reading Materials								
2. Diagnostic Tools	PHIL -IRI		Measuring Reading Speed & Comprehension Level (For Higher Secondary level)				Gathering Tools on Helping Normin Readers/Testing Device	



		Total No. on Phil-IRI Pre Test	Total No. on Frustration Level	No. of Readers Tested	Total No. on Frustration level	Observational Checklist For Identifying Possible Causes Of Reading Failure	Personal Inventory	Talking & Listening To Students	Incomplete Sentence	Teachers Daily Dozen Checklist
<b>3. Readers</b>										
		<b>Reader's Interest</b>			<b>Reader's Behavior</b>			<b>Reader's Purpose</b>		
Highly Interested	Interested	Not interested	Very Cooperative	Not so cooperative	Uncooperative	Majority reads for information	Majority reads for entertainment			
<b>4. Reading Environment</b>										
		<b>Environment</b>			<b>Classroom Library</b>			<b>Cleanliness</b>		
Print Rich	Child-Friendly	Not conducive	Well-established	Not so established	Unestablished	Very Clean	Not so clean	Untidy		

5. Reading Strategies Applied	Remedial Reading					Developmental Reading						
	Fuller Approach	Marun gko Organizers	Graphic Organizers	Game / Play Based	Lit. Based	Cooperative Learning	Other (pls identify)	Graphic Organizers	Game / Play Based	Lit. Based	Cooperative Learning	Others (pls Identify)
6. Feeding Component	Food/Snack			Source of Fund			Working Comm.			Cleanliness & System		
	Appropriate	Nutritious	MOOE	External/ Donation (Source)	Parents	Community (identify the group)	Very Clean & Highly Systemized	Clean & Systemized	Needs Improvement			
7. Tracking Device	Reading Chart		Reading Log		List of Normin Readers			Feedback Mechanism				
	Available	Not Available	Available	Not Available	No. of Readers for Remediation	No. of Readers Completed the Program (during monitoring)	Specific date Completed & Reward Received	Practice	Not Practice			

<p><b>8. Technical Assistance Needed</b></p>	
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**Monitored by:**

\_\_\_\_\_ **Name & Signature of School Head/EPS/PSDS**

\_\_\_\_\_ **Date Monitored**